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| **School Psychologist Evaluation Checklist during COVID-19 Closures** |
| **This working document is provided by the Tennessee Association of School Psychologists (TASP) as a resource for School Psychologists. This checklist is a resource and is not mandatory. However, if your district has determined School Psychologists will provide evaluations, this checklist is a broad list of considerations. Please contact** [**tasponline@gmail.com**](mailto:tasponline@gmail.com) **with additional questions/comments.**  **Also, reference/consult TDOE as needed.** |
| **Preparation:** |
| ☐ Watch the NASP [webinar](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/when-one-door-closes-and-another-opens-school-psychologists-providing-telehealth-services) on School Psychologists Providing Telehealth Services (an overall resource about comprehensive virtual School Psychology services) |
| ☐ Watch the NASP [webinar](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/legal-and-ethical-considerations-for-remote-school-psychological-services) on Legal and Ethical Considerations for Remote School Psychological Services |
| ☐ Review the NASP COVID-19 resource: [Virtual Service Delivery in Response to COVID-19 Disruptions](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions) |
| ☐ Verify with district what parent consent is needed to work with students remotely (for services that can be provided remotely) |
| ☐ Communicate your status of accessibility to technology, internet, files, and workspace to your supervisor, be sure to include any special considerations/needs you have |
| ☐ Confirm with your supervisor district next steps regarding evaluations |
| ☐ Confirm with your supervisor who needs to be present for meetings when there is sufficient information to determine eligibility and when conducting a reevaluation review to determine reevaluation needs. |
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| **Workspace:** |
| ☐ Quiet confidential location |
| ☐ Minimize distractions |
| ☐ Identify district approved virtual platforms and parent contact methods |
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| **Setting norms for virtual discussions with students/families and co-workers:** |
| ☐ Identify best ways to ensure confidentiality (consider who might be able to hear conversations and ways to mitigate for that such as using headphones for audio) |
| ☐ Indicate what will be discussed, and what will have to wait until face to face interactions are allowable |
| ☐ Help identify ways to minimize distractions for those you are communicating with |
| ☐ Identify how frequently you will talk, how you will set up the interactions, how to notify you in case there is a need to reschedule |
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| **Evaluations to determine eligibility:** |
| ☐ Identify all open evaluations (initial, reevaluation reviews (RSR), comprehensive reevaluations, reevaluation for a secondary disability, reevaluation for program planning only, functional behavior assessments). Document their status on the documentation tracker provided. |
| ☐ Based on your access to files, determine what evaluation components, reevaluation summary reports, and/or reports that are still needed for each open evaluation. |
| ☐ Determine what components can be completed based on your current situation (no face-to-face evaluation or observation can be completed until school reopens, see the [federal guidance document](https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) (pg. 3)). |
| ☐ Determine what components you cannot complete and why based on your current situation (no face-to-face evaluation or observation can be completed until school reopens, see the [federal guidance document](https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) (pg. 3)). |
| ☐ Communicate the evaluation status and all information determined regarding each case to your supervisor to help determine a plan of action for each case. Some cases may need to be redistributed based on differences in staff access to technology/ internet/and availability. |
| ☐ Contact parents of assigned cases and notify them of revised timelines, the plan of action to complete evaluation components, necessary evaluation delays based on required face-to-face assessment pieces, and updates on these will be addressed when school reopens.  ☐Follow NASP guidance (found in webinars) to ensure the parent and/or student will provide valid results during this time of stress.  ☐Obtain consent for any evaluation component agreed upon virtually (e.g., parent interview, developmental history, parent rating scales, self-rating scales).  ☐ Document all parent contacts (date, person’s name, method of contact, summary of conversation) and their responses. If you have access to EdPlan/EasyIEP, enter contacts in the contact log for each student. If not, make sure to keep a log that can be entered at a later time. |
| ☐ Document completed evaluation components on the evaluation tracker and send ongoing updates to your supervisor (determine with your lead/supervisor how frequent this is). |
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| **Re-evaluations:** |
| ☐ Review the USDOE [Supplemental Fact Sheet](https://www.tn.gov/content/dam/tn/education/health-&-safety/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf) statement (pg. 5) regarding reevaluations |
| ☐ Identify all cases that due for reevaluation but whose team has not yet met to review the reevaluation summary report (RSR) |
| ☐ Work with identified team members to complete the RSR (if able to do so based on the availability of information) |
| ☐ Determine as district team whether it appears assessments are needed as part of the reevaluation. Cases in which they may be warranted include: the student’s skills have regressed, the student is making no progress despite intensive interventions provided in school, recent behavioral concerns that impact learning and/or the student’s access to the educational environment, suspecting another disability. |
| ☐ Call the parent and send home parent letter (via email or mail depending on the parent preference/access) outlining recommended actions. Obtain parental agreement or if parent disagrees, follow up to discuss their concerns and make appropriate decisions after considering their provided input as a team. |